

19ppm054A

Parents' National Educational Union.

The Parents' Review School.

Conducted by Miss Charlotte M. Mason.

Motto: "I am, I can, I ought, I will."

The object of the *Parents' Review* School is to help parents whose children are taught at home, by mother or governess, in the following ways:—

- (a) To secure a common standard of attainment, so that the home-taught child shall be equal to the rest when he goes to school.
- (b) To do this without sacrificing individual development, and the following of the bent of each child's tastes and powers.
- (c) To introduce good methods and good text-books into the home Schoolroom.
- (d) To foster the habits of attention, punctuality, diligence, promptness, and the power of doing given work in a given time.
- (e) To secure the gain of definite work upon a given syllabus, without the danger of "cram," and with some freedom in the choice of subjects.
- (f) To test and encourage the home school from term to term by examinations, testing intelligent knowledge rather than verbal memory.
- (g) To give the home-taught child advantages which the school-taught child possesses.
- (h) In a word, while increasing rather than diminishing the leisure of the home-taught child to counteract any dawdling, dilatory, procrastinating habits, which put him at a disadvantage as compared with the smarter school-child.

This help is given in the following ways:

"Preliminary questions" are sent to mothers framed to ascertain the physical and mental development as well as the attainments of each child. Upon the answers to these the children are classified and a programme of work for a term is sent for the children in each class, together with *Time-Tables*, "Suggestions" as to method of teaching and books to be used and the "Rules of the School." At the end of a term the children's work is tested by an examination. Examination papers are sent at Easter and Christmas and Midsummer. At Easter and Christmas the pupil's work is sent up, and the parents receive a report upon it. For the Midsummer examination the work is not sent up, but the parents send up their report.

FAMILIES: FEES (payable to the Secretary, House of Education, Ambleside): *One Guinea* a year for a family of one or several children under ten years of age. *Two Guineas*

for one child over ten. *Three Guineas* for a family in which one or more children are over ten.

SCHOOLS: *One Guinea* a year, paid as above, entitles a School to receive, from term to term, all the papers of the P.R.S., and to send up, if desired, the answers of one child under ten for examination. *Three Guineas* entitles to papers as above, and to the examination of the work of three children in different classes. *Five Guineas* entitles to a test examination covering the work of a Lower School (boys or girls under 14).

Children are not admitted to the School under six years of age; they may be admitted at any time except between August 1st and September 15th.

Members of the *Parents' Review* School must belong to the P.N.E.U. Subscriptions, 10/- a year, whether for Schools, or families, to include the *Parents' Review*, payable to the Secretary, P.N.E.U. Office, 26, Victoria Street, London, S.W.

Parents' Review School.

SUGGESTIONS.

Occupations (optional).

I. Class, 5 hours; II. Class, $7\frac{1}{4}$ hours; III. Class and IV. Class, 10 hours a week; at any time of day, in any division of time, to suit family arrangements; when possible, out of doors.

Music, including Lessons and Practising.—Class I., 20 min.; Class II., half an hour; Class III., three-quarters of an hour daily. In the case of older pupils, the time devoted to music should depend on the degree of talent shown by the pupil. The work of the term, including ear tests and theory, to be reported at the end of the term. Mrs. Curwen's *Child Pianist Series* gives the best possible foundation for a musical training. The parents of somewhat advanced pupils would do well to write to

EDWARD CHADFIELD, Esq.,

Hon. Sec. to the Nat. Soc. of Professional Musicians,

49, Friar Gate, Derby,

for information as to examinations and book of questions for Preliminary Theoretical Examination, 1/-.

Drawing.—Class I., 20 min.; Class II., half an hour; Class III., three-quarters of an hour three times a week. In the case of pupils above Class III., the time given to drawing should depend on the degree of talent the pupil shows. *Brushwork*: leaves, branches, flowers, ferns, vases, &c., copied immediately in colours without pencil drawing. Drawing, whether *Brushwork* or in Charcoal, should be from *objects* from the first, and shaded from the first. Pupils should join the *Portfolio of Paintings*: see *The Children's Quarterly* (P.R.S. Programmes). For advanced pupils apply to Miss Wood, 44 Holland Street, Kensington (see P.R. each month).

Listening to Reading.—Two books worth reading should be read, or partly read, during the term. For example, *Sesame and Lilies* (Allen, 5/-); Kingsley's *Heroes* (Allen, 5/-); *Ethics of the Dust* (Allen, 5/-); *How Dante Climbed the Mountain* (Macmillan, 3/6), or the books appointed on the Programmes; and poetry on the third reading day.

Handiwork.—Some definite handiwork should be done by each pupil: Modelling in Clay; *Clay Modelling*, by Mrs. Steinthal and Miss Simpson (Arnold & Sons, Leeds, 2/-); or (more advanced)

A Manual of Clay Modelling, by H. Unwin (Longman, 3/-): *Basket-work*: *Basket-work*, by Miss Firth (Suabedissen, 1/6): *Materials from Suabedissen* (London). *Chip-Carving*: *Models* from O. Newman & Co., 84 Newman Street, London, W. *Bent* from O. Newman & Co., 84 Newman Street, London, W. *Bent* from O. Newman & Co., 84 Newman Street, London, W. *Bent* from O. Newman & Co., 84 Newman Street, London, W. *Iron-work*: *Materials, models, and instructions* from Mr. Paratt, Ilkley. *Sloyd*: *Card-board Modelling*, by A. Sutcliffe and W. Nelson (Philip & Son, 2/6). *Carpentering* (Parts II. and III.), and *Elementary Carving*—1/8 each (Newman & Co.). *Carton Work*, by C. G. Hewitt (King & Sons, Halifax, 2/-).

Five of the thirteen waking hours should be at the disposal of the children; three, at least, of these, from two o'clock to five, for example, should be spent out of doors in all but *very* bad weather. This is the opportunity for out-of-door work, collecting wild flowers, describing walks and views, &c. (see *Home Education*, P.N.E.U. Office, 4/6). Brisk work and ample leisure and freedom should be the rule of the Home School. The Children's Day will, on the whole, run thus: Lessons, 1½ to 4 hours; meals, 2 hours; occupations, 1 to 3 hours; leisure, 5 to 7 hours, according to age. The work not done in its own time should be left undone. Children should not be embarrassed with arrears, and they should have due sense of the importance of time, and that there is no other time for work not done in its own time. Should the children flag at any time, a day's holiday, a little country excursion, should refresh them.

Bible Lessons.—It is impossible to over-rate the Educational value of Bible lessons, if only as training children in the "classics" available for them, not to say the finest "classic" literature the world possesses. For the higher and all-important aspect of Bible teaching, see *Parents and Children* (P.N.E.U. Office, 4/6). Suggested method: Read aloud to the children a few verses, as, for example, the first five verses of Genesis xii. Read deliberately, carefully, and with just expression. Require the children to narrate what they have listened to, as nearly as possible in the Bible words. Talk the narrative over with them, adding all possible light from modern research and criticism. Let the teaching, moral and spiritual, reach them without too much personal application. At the end, let the children narrate the passage again, reverently and perfectly. Let each new lesson begin with questions on the last. Books for teachers (any of the following): *Lessons on the Life of Our Lord*, by Eugene Stock (Sunday School Institute, 2/-); *Oxford Helps to the Study of the Bible* (University Press, 1/-); Prof. Sayce's *Fresh Light from the Ancient Monuments* (R.T.S., 2/6); Budge's *Dwellers on the Nile* (R.T.S., 2/6); Ellicott's *Commentary for Schools*: *S. Luke* (Cassell, 4/-); Merrill's *Galilee in the Time of Christ* (R.T.S., 2/6), or Thomson's *The Land and the Book* (Nelson, 7/6); *The Bible for the Young*, by Rev. J. Paterson Smyth (Sampson Low, 2/- a volume); Abbott's *Bible Lessons* (Macmillan, 4/6); Yonge's *Scripture Readings*, with comments (Macmillan's First and Fourth Series, each 3/6). *The Gospel History* (C. C. James, University

Press). The teacher should use such handbooks only to enable her to illustrate the text—manners and customs, geographical facts, &c. If children in Class Ia. fail to listen with interest to the Bible words, it may be well to tell the tale.

Recitation.—See Burrell's *Handbook* (Griffiths & Farran, 3/6). Bible passages should be recited at least as carefully and beautifully as any poem.

French.—Objects: to acquire a vocabulary, and facility in speaking French while the organs are flexible. To be learnt *orally*, *entirely*, until the child knows, say, 1,000 French words. Where possible the teaching should be by *Series*, according to M. Gouin's method. See *The Study of French*, by Eugéne & Duriaux (Macmillan, 3/6).

Drill.—Should correct stooping posture, round shoulders, poking, &c. Dr. Roth's *Swedish Drill* (Philip & Son, Liverpool, 1/-); Alexander's *Musical Drill for Infants* (Philip & Son, Liverpool, 2/3), for Class I. Mrs. Steinthal's *Bandage Drill* (Philip & Son, Liverpool, 6d.). *Ball Drill* (*Aunt Mai's Annual*, Mrs. Steinthal, S. John's, Ilkley, 2/6). *Musical Drill for Standards* (Philip & Son, 2/6).

Latin Grammar.—To afford intellectual drill, it would be well that all children, even those for whom a classical education is not proposed, should learn the Latin grammar with this object, which, perhaps, no other study promotes as well.

English History.—To give the child such a knowledge of the life of his own nation as shall give birth to *ideas*. Freeman's *Old English History*, 6/-; Bede's *Ecclesiastical History*, Bohn's Lib. (Geo. Bell & Son, 5/-). Miss Beale's charts should be used, 6d. each, Ladies' College, Cheltenham, and her *Students' Text Book of English and General History* (2/6), will enable the teacher to furnish an outline of general history for the period the child is studying, but should not be used to cram facts. *A History of England*, by Mr. H. O. Arnold Forster (Cassell, 5/-), to be read with Green's *Shorter History of the English People* (Macmillan, 7/6).

Greek History.—To help the children to realise how personal and intimate is the relation of the individual to the state. *Plutarch's Lives*, in Cassell's National Library, 3d. each. It will be necessary for the teacher to read the life beforehand, marking such passages as are well within the range of children. Sewell's *Ancient History* (Macmillan, 6/-), or Yonge's *Landmarks of Ancient History* (Macmillan, 2/6), will enable the teacher, using chart, to give an idea of the general history of the time; Dr. Smith's *Smaller History of Greece* and *Smaller History of Rome* (Murray, 3/6).

Geography.—Objects: To secure the power and the habit of gaining information and ideas from maps; to secure that every fact shall be hung upon the peg of an idea. *London Geographical Readers* (Stanford). Books I. (1/-), II. (1/6), III. (2/3), IV. (2/3), V. (2/6). The Map questions in these must be most carefully done at the beginning of each lesson. Also, the children should be introduced to any book of travels in family reading and to places mentioned in the newspapers.

English Grammar.—Abbott's *How to Tell the Parts of Speech*, 2/-. For children more advanced, Morris's *Primer of English Grammar* (Macmillan, 1/-).

Singing.—Tonic Sol-fa—to secure intelligent appreciation of music, as well as power to sing. *Ten Minutes' Lessons* (Curwen & Son), *French Songs and Rondes* (Augener & Co.), *Deutscher Liedergarten, La Lyre des Ecoles* (Curwen, 2/6 each).

Copy Books.—Every day one letter, as *a* or *s*, should be conquered; no lapse should be allowed. Mrs. Bridges' *Handwriting for Teachers*.

Dictation.—Should be prepared before it is written and words not known written on blackboard; a page or half a page, from which the teacher will select a few lines to dictate.

Arithmetic.—Sonnenschein's *A B C Arithmetic*, Parts I. and II. (1/- each). Little children learn with dominoes; box, double sizes (Philip & Son, 1/-). Bag containing 100 cubes (Philip & Son, 2/-). Sums should be dictated, or taken down from words, not figures; that is, the children should deal only with numbers whose value they know. Wrong sums must not be "done again." If the fault is in a "table," let the table be learnt; if in a "rule," go back, and teach the rule again. Five minutes' mental arithmetic in each arithmetic lesson. Mair's *Mental Arithmetic* (Sonnenschien, 9d.).

Nature Lore and Science.—Directions accompany programmes.

Composition.—Written composition not to be begun until the children are in Class IV. Concise, orderly narrations in clear sentences must be exacted from the first. Good writing.

Reading.—The recitation lessons should teach reading. History, geography, &c., will afford practice.

A few of the books used now or at some time in the School are mentioned here by way of example, but these vary from term to term, and are given in the programmes.

Teachers would find the Articles on the teaching of the various subjects which appear constantly in the *Parents' Review* useful.

Programme 42.*

Parents' National Educational Union.

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CLASS Ia.

PUPILS' NAMES.....

Bible Lessons.

Church of Ireland Sunday School Lessons (III), by the Rev. J. Paterson Smyth (Glaisher, 1/-); *Joshua*†, Lessons ix., x.; *Judges*, Lessons i., ii., iii., iv., v., vi.; *The Acts*, Lessons xvii., xviii., xix., xx., and those on Easter, Ascension, and Whitsunday. Children might use Nelson's *Illustrated New Testament* (1/11). Teacher to prepare beforehand as much of each lesson as the children can understand, and to use the Bible passages in teaching.

Writing.

The "New Handwriting," by M. M. Bridges (Mrs. Bridges, Yattenden, Newbury, 2/8), page 3, lines 1 and 2, one letter to be mastered each lesson; teacher study instructions. To be able to write, or print, letters from dictation and copy.

BEGINNERS.—Left-hand half of page 4.

Natural History.

The Animal Story Book, by Andrew Lang (Longmans, 5/8), pages 295-328. To be able to tell about six creatures (with all that you can yourself notice about them). *By Pond and River*, by A. Buckley (Mrs. Fisher), (Cassell, 6d.), pages 1-48.

Geography.

The World at Home (Nelson, 2/8), pages 254-296. Make maps in tray of sand and show valleys, rivers, hills, villages. Children to describe and tell about six places "father and mother" have visited.

*The 42nd term of work set since the P.R.S. began.

†*Joshua* and *Judges* can be obtained separately in *The Bible for the Young* (Sampson Low, 1/-).

French.

The Gouin Method: *French Lessons on the Gouin Method*, by F. Thèmoïn, Part I., for children (Hachette, 1/-), pages 21-30, 104. Make new sentences with the words learnt in the Series. And, *Illustrated French Primer*, by Henry Bué (Hachette & Co., 1/2), pages 44-50; 119-120. Words to be taught orally, with pictures.

Number.

To work chapter iv., to end of exercise 19, *A.B.C. Arithmetic*,* Teacher's Part I. (Sonnenschein & Nesbitt, 9d.), with dominoes, beans, etc.

N.B.—The terms "tens," "units," etc., should be used instead of "staves," "cubes," etc.

BEGINNERS.—Chapter 1.

Picture Talk.

Study (in Object Lesson time) six reproductions of works of Burne Jones (see the Perry Pictures, Nos. 946-950 and 952-958). Teachers may use also *Burne Jones* (Bell, 1/-).

Drawing.

Six wild flowers and six animals in brushwork. For occasional use, *Pour Dessiner Simplement, par V. Jacquot et P. Ravoux*, cahier ii. (Glaisher, 8d.).

Tales.

Three Fairy Tales. *Grimm's Household Stories* (Macmillan, 4/6).

Recitations.

To recite two poems, to learn three hymns, and two passages of six verses from the Bible Lessons, (a) *Judges*, (b) *Acts*. Miss Wood's *A First Book of Poetry* (Macmillan, 1/11) may be used for the poems.

Reading (Taught as in Home Education).

or, *The Happy Reader*, by E. L. Young (Simpkin, Marshall & Co., 9d. a part), or *The Delightful Reading Box*, by Sarah Mason (School Dépôt, South Norwood, London, S.E., 1/6).

Music.

Grade I., Step I., *Child Pianist* (Curwen & Son). *Teacher's Guide* (revised edition, 1/11).

See also "Programme of Music, April *Parents' Review*: *Our Work*."

* Books for Pupils, containing exercises only, are published at 4d each.

Singing.

One French song, *Chansons d'Enfants* (Librairie Ch. Delegrave, Paris, Part II., 8d.). Three English songs. Part II. of *The First Book*, edited by E. E. Speight (Simpkin & Marshall, 2/-), may be used.

Drill.

Swedish Drills, from *Musical Drills for the Standards* (Philip & Son, 1/11). Ball Drills. Ex-Students take House of Education Drills.

Work.

Claymodelling, by Mrs. Steinthal (Arnold, Leeds, 2/-); make six models. *Self-Teaching Needlework Manual* (Longmans, 9d.): children to be exercised in stitches, pages 1-6. Use coarse canvas and wool, then *coloured* cotton and coarse linen.

N.B. 1.—For methods of teaching the various subjects, see *Home Education*, Vol. I. (Glaisher, 3/6 net) of the "Home Education" Series.

N.B. 2.—For illustrations for History, Geography and Picture Talk, see the catalogue of the Perry Pictures (Glaisher, 3d.).

N.B. 3.—All books mentioned in this Programme can be obtained at the prices quoted from G. J. Glaisher, 58, High Street, Notting Hill Gate, London, W., and can be seen there before purchase.

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CLASS I^b.

PUPILS' NAMES.....

Bible Lessons.

Church of Ireland Sunday School Lessons (III), by the Rev. J. Paterson Smyth (Glaisher, 1/-); *Joshua*†, Lessons ix., x.; *Judges*, Lessons i., ii., iii., iv., v., vi.; *The Acts*, Lessons xvii., xviii., xix., xx., and those on Easter, Ascension, and Whitsunday. Children might use Nelson's *Illustrated New Testament* (1/11). Teacher to prepare beforehand as much of each lesson as the children can understand, and to use the Bible passages in teaching.

Writing.

A New Handwriting for Teachers, by M. M. Bridges (Mrs. Bridges, Yattendon, Newbury, 2/8), page 1, lines 1 and 2; page 3, lines 1 and 2. Two letters to be mastered each lesson. Transcribe from Reading Book in New Handwriting and write words from dictation.

Natural History.*

Keep Nature Note-Book. Watch and describe six water creatures. *By Pond and River*, by A. Buckley (Cassell, 6d.), pages 1-48. *More About Wild Nature*, by Mrs. Brightwen (Fisher Unwin, 1/6), pages 47-79. Describe six kinds of wild flowers.

Geography.

London Geographical Readers† (Stanford), Book II. (1/6), pages 63-77. Book I. (1/-), pages 40-49. Map questions to be worked through with map before each lesson. Descriptions of any rivers, hills, mountains, etc., the child may know of, with plans. Children to be able to tell about six places in connection with recent events. "Pace the distance on each of four roads for 2, 4, 5, 6, minutes, and say in each case in which direction you walk."

*The 42nd term of work set since the *P.R.S.* began.

†*Joshua* and *Judges* can be obtained separately in *The Bible for the Young* (Sampson, Low, 1/-).

Those who have not got these books may use Longman's *New Geographical Readers* Book II. (9d.), pages 60-81. Book III (1/-), pages 82-103.

French. *

The Gouin Method: *French Series on the Gouin Method*, by F. Themoïn, First Book (Hachette, 1/2), pages 51-60. Make new sentences with the words learnt in these Series. *Illustrated French Primer*, by H. Bue (Hachette & Co., 1/2), pages 97-101; 134-137.

Sums.

Chapter xii., *A.B.C. Arithmetic*, (Teacher's Book, Part I., 9d., Sonnenschein). Tables up to twelve times twelve. Tables should be worked out in money thus: $(9 \times 7 = 63 \text{ pence} = 5s. 3d.)$

N.B.—The terms "tens" and "units," etc., should be used instead of "staves" and "cubes," etc.

BEGINNERS.—Chapters vi., vii., viii.

Books for Pupils, containing exercises only, are published at 4d. each.

Picture Talk. *

Study (in Object Lesson time) six reproductions of works of Burne Jones (see the Perry Pictures, Nos. 946-950 and 952-958). Teachers may use also *Burne Jones* (Bell, 1/-).

Brushdrawing.

Six wild flowers and six animals in brushwork. For occasional use, *Pour Dessiner Simplement*, par V. Jacquot et P. Ravoux, cahier ii. (Glaisher, 8d.).

Tales.

The Pilgrim's Progress (Partridge, 9d.), Part II., pages 356-415 (from the riddle of Gaius, to the end). *The Heroes of Asgard* (Macmillan, 1/11), pages 263-313.

English History.

Old Stories from British History, by F. York Powell (Longmans, 9d.), pages 36-72. *Mrs. Frewen Lord's Tales from S. Paul's* (Sampson, Low, 9d.), pages 86-105.

Recitations. *

To recite two poems, to learn three hymns, and a passage of six verses each from (a) *Judges*, (b) *The Acts*, in the Bible Lessons. *Miss Wood's A First Book of Poetry* (Macmillan, 1/11).

Reading. *

Read books used for History, Geography, and Tales.

BACKWARD CHILDREN.—*Happy Reader*, Part II., by E. L. Young (Simpkin, Marshall, & Co., 9d.).

Music.

Child Pianist (Curwen & Son, 1/2), continue. *Teacher's Guide* (revised edition, 1/11).

See also programme of music in April *Parents' Review*: *Our Work*.

Singing. *

Three French songs, *Chansons d' Enfants* (Librairie Ch. Delagrave, Paris, Part II., 8d.). *Ten Minutes' Lessons in Tonic Sol-fa* (Curwen & Son, 1/2). Three English songs from Novello's *School Song Book*, XXI. (8d.).

Drill. *

Swedish Drills, from *Musical Drills for the Standards* (Philip & Son, 1/11). Ball Drills. Ex-Students take House of Education Drills.

Work.

Attend to garden (see *Aunt Mai's Annual*, 1894, Glaisher, 2/6). *Claymodelling*, by Mrs. Steinthal (Arnold, Leeds, 2/-): make six models. *Self-Teaching Needlework Manual* (Longmans, 9d.): children to be exercised in stitches, pages 1-15. Use coarse canvas and wool, then coloured cotton and coarse linen. Make a dish cloth with coarse white cotton on large pins.

* Where there are children in 1a as well as in 1b, both Classes should work together, doing the work of 1b., or 1a if the children are backward in the subjects thus indicated.

N.B. 1.—All books mentioned in this Programme can be obtained at the prices quoted from G. J. Glaisher, Discount Bookseller, 58, High Street, Notting Hill Gate, London, W., and can be seen there before purchase.

N.B. 2.—For illustrations for History, Geography and Picture Talk, see the catalogue of the Perry Pictures (Glaisher, 3d.).

For methods of teaching the various subjects, see *Home Education*, Vol. I. (Glaisher, 3/6 net) of the "Home Education" Series.

Examination 42.

Parents' National Educational Union.

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CLASSES Ia. & Ib.

PUPILS' NAMES

Bible Lessons.

I. 1. Tell the story of Barak and Sisera.
 2. Tell about Gideon and his three hundred.
 II. 1. Tell something of what happened on Easter Sunday.
 2. What did Peter do at the Beautiful Gate?

Writing.

Ia. Print } "How the leopard got his spots."
 Ib. Write }

Natural History.

Ia. & Ib. 1. Describe two water creatures, and tell all you have noticed about them.
 2. Describe the nicest walk you have had this term.
 What did you find?
 Ia. 3. Tell the story of Leo.
 Ib. 3. Tell about Joey the Kestrel.

Geography.

Ib. 1. Draw the shape of the earth in a tray of sand, and show where the hot countries are and where the cold.
 2. Mention six things you would like to go and see in Ireland, and say where they are.
 or, 1. Describe a journey down the Thames.
 2. Tell something about the Black Country. Where is it?
 Ia. 1. Tell about the Arabs at dinner.
 2. Tell about the wild man of the woods and the great bird of the desert.

✓ French.

Ib. 1. Recite *Lucienne découpe des images*.
 2. Tell, in French, about the pictures on pages 99 and 101.
 3. Recite *Le Chanson de la Laine*.
 Ia. 1. Recite *Minet et la Souris*.
 2. Tell something, in French, about the pictures on pages 47 and 49 in *Illustrated French Primer*, and recite *Les Doigts*.

Number.

1. If I have £52 7 0½ and I spend £43 17 0, how much have I left?
 2. There are two numbers; their sum is 960; the greater is 527; what is the less?

BEGINNERS—

1. If oranges are 10 for ninepence, how many shall I get for three shillings?
 2. If 150 soldiers march in rows of 5, how many rows are there?
 Ia. 1. If John pays 1/- for his dinner, how many friends can he ask to dine with him for £1 10 0?
 2. I had 48 eggs. I sold one dozen and a half to Mr. Smith and two dozen to Mrs. Jones. How many had I left?

BEGINNERS—

1. How many legs have Mary, Jack and their dog Jock between them?
 2. Make up eight in six different ways.

Picture Talk.

✓ Describe the picture by Burne Jones you liked best this term.

Brushdrawing.

✓ 1. The outline of an animal in brushwork.
 2. Two marguerites on brown paper.

Tales.

Ia. Tell a *short* fairy tale.
 Ib. 1. Tell about the assault on Doubting Castle. What are we told about Mr. Want Wit?
 2. Describe the journey of Skirnir to Svartheim.

English History.

Ib. 1. Tell the story of Agil and his son.
 2. What did children play at in the old times?
 3. Tell a story of Sir Ralph Abercromby.

Recitations.

Father to choose a hymn, a poem, and one passage from Judges.

Reading.

Father to choose unseen passage, marking words not known.

Music.

Examine in work done.
 Which piece did you like best of the music you have heard this term? Why?

Singing.

Father to choose an English and a French song, and (Ib.) two Tonic Sol-fa exercises.

Drill.

Drill, before parents.

Work.

Outside friend to examine.

The Summer Examination is optional, and the parents only send in a report on all the work (see *Regulations*). Reports must be sent in either before August 1st or after September 15th (see July P.R., *Our Work*).

Programme 42.*

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CLASS II.

PUPILS' NAMES
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Bible Lessons.

Church of Ireland Sunday School Lessons, by the Rev. J. Paterson Smyth (Glaisher, 1/-), Calendar III.; *Joshua*, Lessons ix., x.; *Judges*, i.-vi. inclusive; *Acts*, Lessons xvii.-xx. inclusive, and the lessons on Easter, Ascension, and Whitsunday. Teacher to prepare beforehand, and to use the Bible passages in teaching. Children might use Nelson's *Illustrated New Testament*, price 1/11. Answers to the Catechism with Explanations as far as the *Lord's Prayer* (optional).

Writing.

A New Handwriting for Teachers, by M. M. Bridges, 2/8; practise pages 1, 2, 3. Two perfectly written lines every day. Transcribe, with page 6 as model, some of your favourite passages from *Henry V*.

Dictation.

Two pages at a time to be prepared carefully; then a paragraph from these pages to be written from dictation, or, occasionally, from memory. Use *The Story of the British Empire* (see Geography).

Composition.

Write stories from (a) Plutarch (*Aristides*), (b) *The Pilgrim's Progress* (Partridge, 9d.), pages 67-105 (to the Valley of the Shadow of Death). Young children who cannot easily write may narrate.

English Grammar.

A Short English Grammar, by Professor Meiklejohn (Holden, 9d.), pages 152-161. Parse and point out Subjects, Verbs, Objects.

BEGINNERS, Arnold's *Language Lessons*, Book V. (3d), pages 5-22.

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Joshua and *Judges* can also be obtained separately in the *Bible for the Young* (Samson, Low, 1/-)

English History.

A History of England, by H. O. Arnold-Forster (Cassell, 3/9), pages 208-265 (1327-1485). Read Scott's *Quentin Durward* (may be finished in the summer holidays), and scenes from Shakespeare's *Henry V.* (Cassell, 6d.).

French History.

A First History of France, by L. Creighton (Longmans, 2/8), pages 84-133, to be contemporary with English History.

Plutarch's Lives.

Plutarch's *Aristides* (omitting unsuitable parts) (Cassell's National Library, 3d.).

Natural History.

Buckley's *Fairy Land of Science* (Macmillan, 4/6), pages 193-211. *The Sciences*, by E. S. Holden (Ginn & Co., 1/11), pages 149-182. Children must make the experiments. Keep a Nature Note-Book. Record and describe twenty wild flowers and notice all you can about them. *Plant Life in Field and Garden*, by Mrs. Fisher (Cassell, 6d.). All members must take in *The Children's Quarterly*.

Geography.

The story of *The British Empire*,* by F. Anderson (Methuen, 2/-), pages 40-82. *Northern Europe*, pages 1-60 (Ginn, 9d.). Map questions to be answered from map and then from memory, and then in filling up blank map from memory before each lesson. All geography to be learnt with map. Children to make memory maps. Know something about foreign places coming into notice in the current newspapers. *The School Atlas*, by H. O. Arnold-Forster (37, Bedford Street, London, 2/3). Take, under direction, six scouting expeditions, see *Scouting*, by Baden Powell (Glaisher, 1/-).

French.

The Gouin Series; *French Lessons on the Gouin Method*, by F. Thémoïn (Hachette, 2/6), Lessons L, M, N, O, P. *Little French Folk*, by C. T. Onions (Simpkin & Marshall, 1/6), pages 63-74. Make new sentences with the words learnt in the Series. Recite two poems from *La Lyre Enfantine* (Hachette & Co., 9d.).

German.

Little German Folk, by M. Schramm (The Norland Press, 1/6), pages 36-40, inclusive, to be learnt orally only.

*Members who have the *London Geographical Readers* may take instead Book II., 91-115; Book III., 139-171.

Latin.

A First Latin Course, by E. H. Scott and F. Jones (Blackie, 1/2), pages 44-54; 90-94; and vocabularies. Revise work carefully by means of exercises, and make fresh sentences with all words learnt. Boys may, if desired, take Latin instead of German, in this case they should take Hall's *Child's First Latin Book* (Murray, 1/6), pages 70-88 in addition.

BEGINNERS.—*A First Latin Course*, by E. H. Scott and F. Jones, pages 1-5, with vocabularies and exercises on pages 67, 68, 69.

Arithmetic.

A.B.C. Arithmetic, Teacher's Book, Part II. (Sonnenschein & Nesbitt, 9d.), pages 72-92. Mental Arithmetic and Numeration for five minutes on alternate days. Mair's *Mental Arithmetic* (Sonnenschein, 9d.). Steady progress. Much care with tables.

BEGINNERS, 1-37.

Practical Geometry.

Practical Lessons in Geometry, by W. O. Eggar (Macmillan, 1/11), pages 46-70 (Friday 9-20—9-50).

Picture Talk.

Six reproductions of works of Burne Jones (see Perry Pictures, Nos. 946-950 and 952-958). Teacher may use *Burne Jones* (Bell, 1/-).

Drawing.

Pour Dessiner Simplement, par V. Jacquot et P. Ravoux (Glaisher, 8d. each cahier), cahier ii. and iii., for occasional use. Twelve kinds of wild flowers and six animals in brushdrawing. Original brushdrawings from scenes in *Henry V.*, and, Join the *Portfolio of Painting* (see *The Children's Quarterly*).†

Recitations.

Learn 100 lines from Shakespeare's *Henry V.*, and two hymns and two passages of twelve verses each, one from *Judges*, one from *The Acts*.

Reading.

Geography, English history, French history, and books used for composition and recitations, should afford exercises in careful reading.

Music.

Continue *Child Pianist* (Curwen & Son); teacher using the Teacher's Guide (revised edition, 1/11). See also programme of music to be heard (April Parents' Review: *Our Work*).

Singing.

Two French songs, *La Lyre des Ecoles*; two German songs, *Deutscher Liedergarten* (each of these, Curwen & Son, 1/11). Two new English songs from Novello's *School Songs*, Book XXI. (8d.). *Ten Minutes' Lessons in Tonic Sol-fa* (Curwen & Son, 1/2).

Drill.

Swedish Drills from *Musical Drills for Standards* (Philip & Son, 1/11). Ball Drills. Teachers should use *A Manual of Free-standing Movements*, by J. O. Haasum (Hachette, 1/6). Ex-Students take House of Education Drills.

Work.

Make the camp of King Henry V. before Agincourt. Tents and flags (linen and well sewn), soldiers and horses (clay). Build the city walls (in clay) and dress a Joan of Arc doll in armour. *Self-Teaching Needle-work Manual* (Longmans, 9d.), pages 15-24. Attend to garden (*Aunt Mai's Annual, 1894*).†

† Mrs. Steinthal, S. John's, Ilkley, has copies by her (2/6 each including postage).

N.B. 1.—All books mentioned in this Programme can be obtained at the prices quoted from G. J. Glaisher, Discount Bookseller, 58, High Street, Notting Hill Gate, London, W., and can be seen there before purchase.

N.B. 2.†—*The Children's Quarterly* may be obtained from Mrs. S. Hayward, Hazlewood, Kendrick Road, Reading (2/2 for the year).

N.B. 3.—For illustrations for History, Geography and Picture Talk, see the catalogue of the Perry Pictures (Glaisher, 3d.).

For methods of teaching the various subjects, see *Home Education*, Vol. I. (Glaisher, 3/6 net) of the "Home Education" Series.

Children who have just been moved up from Class 1b., or who find the work difficult, may omit two subjects.

Programme 43.*

Parents' National Educational Union.

The Parents' Review School.

GLASS T_b.

PUPILS' NAMES.

Bible Lessons.

Church of Ireland Sunday School Lessons (III.), by the Rev. J. Paterson Smyth (Glaisher. 1/-); *Judges*, Lessons vii., viii.; *i. Samuel*, Lessons ix., x., xi., xii., xiii., xiv.; *The Acts*, Lessons xxi., xxii., xxiii., xxiv., and those on Trinity Sunday, Advent and Christmas. Children might use *Nelson's Illustrated New Testament* (1/11). *S.P.C.K. Bible Atlas* (6d.). Teacher to prepare beforehand as much of each lesson as the children can understand, and to use the Bible passages in teaching.

Writing.

A New Handwriting for Teachers, by M. M. Bridges (Mrs. Bridges, Yattendon, Newbury, 2/8), page 1, lines 3 and 4; page 3, lines 3 and 4. Two letters to be mastered each lesson. Transcribe from Reading Book in New Handwriting and write words from dictation.

Natural History. *

Keep Nature Note-Book. Watch and describe six insects. *Insect Life*, by A. Buckley (Cassell, 6d.), pages 1-80. *More About Wild Nature*, by Mrs. Brightwen (Fisher Unwin, 1/6), pages 80-109. Describe, for example, vetch, bramble, hawthorn, buttercup, ivy, sloe.

* The 43rd term of work set since the P.R.S. began.

¹ Judges can be obtained separately in *The Bible for the Young* (Sampson, Low, 1/-).

This book should be used in the Summer Holidays.

Geography.

London Geographical Readers (Stanford), Book II. (1/6), pages 77-96. Book I. (1/-), pages 49-59. Map questions to be worked through with map before each lesson. Descriptions of any rivers, hills, mountains, etc., the child may know of, with plans. Children to be able to tell about six places in connection with recent events. "Pace" the length and breadth of four rooms, two passages, and two garden walks, and make plans.

French.*

The Gouin Method: *French Series on the Gouin Method*, by F. Thémoïn, First Book (Hachette, 1/2), pages 61-70. Make new sentences with the words learnt in these Series. *Illustrated French Primer*, by H. Bué (Hachette & Co., 1/2), pages 103-107; 37-140.

Sums.

Chapters ix., x., *A.B.C. Arithmetic* (Teacher's Book, Part I., 9d., Sonnenschein). Tables up to twelve times twelve. Tables should be worked out in money thus: $(9 \times 7 = 63)$ pence = 5s. 3d.).

N.B.—The terms "tens" and "units," etc., should be used instead of "staves" and "cubes," etc.

BEGINNERS.—Chapters vi., vii., viii.

Books for Pupils, containing exercises only, are published at 4d. each.

Picture Talk.*

Study (in Object Lesson time) six reproductions of works of Rembrandt (see the Perry Pictures, Nos. 711, 713, 718, 719, 720, 725. Teachers may use also *Rembrandt* (Bell, 1/-).

Brushdrawing.

Six wild fruits and six animals in brushwork. For how to do animals, see *Pour Dessiner Simplement*, par V. Jacquot et P. Ravoux, cahier ii. (Glaisher, 8d.).

Tales.

The Pilgrim's Progress (Partridge, 9d.), Part I., pages 32-68 (to the Three Shining Ones). *Tanglewood Tales*, by Nathaniel Hawthorne (Blackwood, 1/-), pages 1-40.

English History.

Old Stories from British History, by F. York Powell (Longmans, 9d.), pages 73-109. Mrs. Frewen Lord's *Tales from Westminster Abbey* (Sampson, Low, 9d.), pages 1-22.

* Those who have not got these books may use Longman's *New Geographical Readers*, Book II. (9d.), pages 82-102 Book III. (1/-), pages 103-125.

Recitations.*

To recite two poems, to learn three hymns, and a passage of six verses each from (a) *Judges*, (b) *The Acts*, in the Bible Lessons. Miss Wood's *A First Book of Poetry* (Macmillan, 1/11).

Reading.*

Read books used for History, Geography, and Tales. *BACKWARD CHILDREN.—Happy Reader*, Part II., by E. L. Young (Simpkin, Marshall, & Co., 9d.).

Music.

Child Pianist (Curwen & Son, 1/2), continue. *Teacher's Guide* (revised edition, 1/11). See also programme of music in September *Parents' Review: Our Work*.

Singing.*

Three French songs, *Chansons d' Enfants* (Librairie Ch. Delagrave, Paris, Part II., 8d.). *Ten Minutes' Lessons in Tonic Sol-fa* (Curwen & Son, 1/2). Three English songs from *The Golden Boat Songs* (Curwen, 1/-).

Drill.*

Marching and Dumb-bell Drills from *Musical Drills for the Standards* (Philip & Son, 1/11). Skipping Drills. Ex-Students take House of Education Drills.

Work.

Attend to garden (see *Aunt Mai's Annual*, 1894, Glaisher, 2/6). Smyrna rugs (*Aunt Mai's Annual*, 1894, Glaisher, 2/6). *Carton Work*, by G. C. Hewitt (King, Halifax, 2/-): make a pillar-box, a match box, a pen tray, and a vase. *Self-Teaching Needlework Manual* (Longmans, 9d.): children to be exercised in stitches, pages 1-15. Use coarse canvas and wool, then coloured cotton and coarse linen. Make a pair of cuffs.

* Where there are children in Ia. as well as in Ib., both Classes should work together, doing the work of Ib., or Ia. if the children are backward in the subjects thus indicated.

N.B. 1.—All books mentioned in this Programme can be obtained at the prices quoted from G. J. Glaisher, Discount Bookseller, 58, High Street, Notting Hill Gate, London, W., and can be seen there before purchase.

N.B. 2.—For illustrations for History, Geography and Picture Talk, see the catalogue of the Perry Pictures (3d., The Art for Schools Association, 46, Great Ormond Street, London).

For methods of teaching the various subjects, see *Home Education*, Vol. I. (Glaisher, 3/6 net) of the "Home Education" Series.

Programme 43.*

Parents' National Educational Union.

The Parents' Review School.

CLASS II.

PUPILS' NAMES.....

Bible Lessons.

Church of Ireland Sunday School Lessons, by the Rev. J. Paterson Smyth (Glaisher, 1/-), Calendar III.; *Judges*, vii., viii.; i. *Samuel*, Lessons ix.-xiv. inclusive; *Acts*, Lessons xvii.-xx. inclusive, and the lessons on Trinity, Advent, and Christmas. Teacher to prepare beforehand, and to use the Bible passages in teaching. Children might use Nelson's *Illustrated New Testament*, price 1/11. S.P.C.K. *Bible Atlas* (6d.). Answers to the Catechism with Explanations as far as the *Lord's Prayer* (optional).

Writing.

A New Handwriting for Teachers, by M. M. Bridges, 2/8; practise pages 1, 2, 3. Two perfectly written lines every day. Transcribe, with page 6 as model, some of your favourite passages from Shakespeare's *Henry VIII.*

Dictation.

Two pages at a time to be prepared carefully; then a paragraph from these pages to be written from dictation, or, occasionally, from memory. Use Mrs. Gatty's *Parables from Nature*, Vol. III. (Bell, 9d.).

Composition.

Write stories from (a) Plutarch (*Coriolanus*), (b) *The Pilgrim's Progress* (Partridge, 9d.), pages 105-141 (to Trial at Vanity Fair). Young children who cannot easily write may narrate.

* The 43rd term of work set since the *P.R.S.* began.

A Joshua and Judges can also be obtained separately in *The Bible for the Young* (Samson Low, 1/-).

English Grammar.

Arnold's *Language Lessons*, Book IV. (3d.), pages 20-33.
Parse and point out Subjects, Verbs, Objects.

BEGINNERS, Arnold's *Language Lessons*, Book IV. (3d.),
pages 5-19.

English History.

A History of England, by H. O. Arnold-Forster (Cassell, 3/9), pages 266-312 (1485-1533). Read Miss Manning's *The Household of Sir Thomas More* (Glaisher, 1/6), and scenes from Shakespeare's *Henry VIII.* (Cassell, 6d.).

French History.

A First History of France, by L. Creighton (Longmans, 2/8), pages 134-155, to be contemporary with English History.

Plutarch's Lives.

Plutarch's *Coriolanus* (omitting unsuitable parts) (Cassell's National Library, 6d.).

Natural History.

Buckley's *Fairy Land of Science* (Macmillan, 4/6), pages 212-237. *The Sciences*, by E. S. Holden (Ginn & Co., 1/11), pages 185-224. Children must make the experiments. Keep a Nature Note-Book. Record and describe fifteen wild fruits and fifteen creatures and notice all you can about them. *Insect Life*,* by Mrs. Fisher (Cassell, 6d.). All members must take in *The Children's Quarterly*.

Geography.

The story of *The British Empire*,† by F. Anderson (Methuen, 2/-), pages 83-123. *Northern Europe*, pages 61-122 (Ginn, 9d.). Map questions to be answered from map and then from memory before each lesson. All geography to be learnt with map. Children to make memory maps. Know something about foreign places coming into notice in the current newspapers. *The School Atlas*, by H. O. Arnold-Forster (37, Bedford Street, London, 2/3). Take, under direction, six scouting expeditions: see *Scouting*, by Baden Powell (Glaisher, 1/-).

* May be used in the Summer Holidays.

† Members who have the *London Geographical Readers* may take instead Book II., 115-142; Book III., 172-198.

French.

The *Gouin Series*; *French Lessons on the Gouin Method*, by F. Thémoïn (Hachette, 2/6), Lessons Q, R, S, T, U. *Little French Folk*, by C. T. Onions (Simpkin & Marshall, 1/6), pages 75-86. Make new sentences with the words learnt in the Series. Recite two poems from *La Lyre Enfantine* (Hachette & Co., 9d.).

German.

Little German Folk, by M. Schramm (The Norland Press, 1/6), pages 41-45, inclusive, to be learnt orally only.

Latin.

A First Latin Course, by E. H. Scott and F. Jones (Blackie, 1/2), pages 55-66; 94-98; and vocabularies. Revise work carefully by means of exercises, and make fresh sentences with all words learnt. Boys may, if desired, take Latin instead of German, in this case they should take Hall's *Child's First Latin Book* (Murray, 1/6), pages 89-104 in addition.

BEGINNERS.—*A First Latin Course*, by E. H. Scott and F. Jones, pages 1-5, with vocabularies and exercises on pages 67, 68, 69.

Arithmetic.

A.B.C. Arithmetic, Teacher's Book, Part II. (Sonnen-schein & Nesbitt, 9d.), pages 92-111. Mental Arithmetic and Numeration for five minutes on alternate days. Mair's *Mental Arithmetic* (Sonnen-schein, 9d.). Steady progress. Much care with tables.

BEGINNERS, 1-37.

More advanced children may use *The Science and Art of Arithmetic*, Part I. (Black, 1/6).

Practical Geometry.

Practical Lessons in Geometry, by W. O. Eggar (Macmillan, 1/11), pages 71-92 (Friday, 9-20—9-50).

Picture Talk.

Six reproductions of works of Rembrandt (Perry Pictures, Nos. 711, 713, 718, 719, 720, 725). Use *Rembrandt* (Bell, 1/-).

Drawing.

See *Pour Dessiner Simplement*, par V. Jacquot et P. Ravoux (Glaisher, 8d. each cahier), cahier ii. and iii., for occasional use. Twelve kinds of wild fruits and six animals in brushdrawing. Original brush-drawings from scenes in *Coriolanus*, and, Join the *Portfolio of Painting* (see *The Children's Quarterly*).†

Recitations.

Learn 100 lines from Shakespeare's *Henry VIII.*, and two hymns and two passages of twelve verses each, one from *i. Samuel*, one from *The Acts*.

Reading.

Geography, English history, French history, and books used for composition and recitations, should afford exercises in careful reading.

Music.

Continue *Child Pianist* (Curwen & Son); teacher using the Teacher's Guide (revised edition, 1/11).

See also programme of music to be heard (September *Parents' Review: Our Work*).

Singing.

Two French songs, *La Lyre des Ecoles*; two German songs, *Deutscher Liedergarten* (each of these, Curwen & Son, 1/11). Two new English songs from Novello's *School Songs*, Book XXI, (8d.). *Ten Minutes' Lessons in Tonic Sol-fa* (Curwen & Son, 1/2).

Drill.

Marching and Dumb-bell Drills from *Musical Drills for Standards* (Philip & Son, 1/11). Skipping Drills. Teachers use *A Manual of Free-standing Movements*, by J. O. Haasum (Hachette, 1/6). Ex-Students take House of Education Drills.

Work.

Dress a doll in the Tudor style. Make three Christmas presents in Sloyd. *A Manual of Cardboard Modelling* (Newmann & Son, 5/-). *Self-Teaching Needlework Manual* (Longmans, 9d.), pages 15-24. Attend to garden (*Aunt Mai's Annual*, 1894).¹

¹ Mrs. Steinthal, S. John's, Ilkley, has copies by her (2/6 each including postage).

N.B. 1.—All books mentioned in this Programme can be obtained at the prices quoted from G. J. Glaisher, Discount Bookseller, 58, High Street, Notting Hill Gate, London, W., and can be seen there before purchase.

N.B. 2,†—*The Children's Quarterly* may be obtained from Mrs. S. Hayward, Hazlewood, Kendrick Road, Reading (2/2 for the year).

N.B. 3.—For illustrations for History, Geography and Picture Talk, see the catalogue of the Perry Pictures (Glaisher, 3d.).

For methods of teaching the various subjects, see *Home Education*, Vol. I. of the "Home Education" Series (Glaisher, 3/6 net).

Children who have just been moved up from Class 1b., or who find the work difficult, may omit two subjects.

R U L E S.

1. The time-table is to be hung up in the school-room.
2. The children are to take it in turns to be school-room monitor for the week.
3. The monitor is to go in 5 minutes before the rest, and place all in readiness.
4. Change of lessons is to be instantaneous (marked by light touch on spring bell).
5. The monitor is to have 5 minutes to put all away.
6. The school-room is to be always neat.
7. Bad postures are not to be allowed.
8. Excuses are not to be allowed.
9. Careless work is not to be allowed.

Log-Book.

Keep a log.

Enter *any* deviation from time-table.

Enter, day by day, each child's *successful* work, thus:

Wed., Dec. 3rd.

Geog.	...	L.	...	M.	...	C.	etc.
Scrip.	...	—	...	M.	...	—	
Arith.	...	L.4	...	—	...	C.2	

The log should be dated, and subjects entered in advance. The child's initials, only, to be added after each lesson. L.M.C. means that Lucy, Mary, Charles have done good work. L.4 that Lucy has done four sums right, C.2 that Charles has done two right.

A *light* exercise book with about 100 pp. would do for the term.

Successful Work. Copy-books.—The letter of the day, perfect; the rest, neat and careful: no blots, smudges, or mistakes.

Arithmetic.—Number of right sums (first time) after the pupil's initial.

Dictation.—Well-written, neat, not more than two errors.

Scrip., Hist., Nat. Hist., etc.—Child able to tell the tale in few words, putting things in right order, and leaving out nothing. Older pupils—Good written report.

French, Latin, German, Recitation, etc.—Perfect repetition of the lesson; and so with other subjects.

The log-book should not be used as a spur; it is simply a record.

Any loss of time in beginning or ending a lesson must be entered.

'M' after a child's initial, shows that Monitor's duties are well done for a day.

Mother's *report* on the log-book, showing whether each child is working well, is sent up at the end of the term.